

# Equality Objectives Statement

Sunnyside Primary Academy



**Greenwood Academies Trust**

Date: June 2022

Authors: Laura Atkinson and Karen Rolf





## Background

**(1) A public authority must, in the exercise of its functions, have due regard to the need to—**

*(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;*

*(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;*

*(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.*

**(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).**

**(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—**

*(a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;*

*(b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;*

*(c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.*

**(4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.**

**(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—**

*(a) tackle prejudice, and*

*(b) promote understanding.*



(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

(7) The relevant protected characteristics are—

- *age;*
- *disability;*
- *gender reassignment;*
- *pregnancy and maternity;*
- *race;*
- *religion or belief;*
- *sex;*
- *sexual orientation.*

Schools must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices. However, data about employees will not need to be published where a public authority has fewer than 150 employees. This means that for the great majority of schools, only pupil-related data will need to be published. Schools are not required to collect any statistical data which they do not already collect routinely.



## Part A- Information which demonstrates how we are complying with the Public Sector Equality Duty for our Pupils and our People (Annual review of information)

- Date last reviewed: June 2022

<b>Age</b>
<ul style="list-style-type: none"><li>○ In Year 1, (age 5 and 6) there has been a review of curriculum provision, to include continuous provision in response to missed nursery and EYFS education due to the Covid-19 pandemic.</li><li>○ We participate in the Northampton town transition programme to support our pupils in moving from Year 6 (age 10 and 11) to secondary education in Year 7.</li></ul>
<b>Disability</b>
<ul style="list-style-type: none"><li>○ Staff training in understanding dysregulation and using de-escalation techniques.</li><li>○ In November 2021, we achieved the Inclusion Quality Mark accreditation.</li><li>○ Whole school use of Widgeo communication tool and Immersive Reader.</li><li>○ Vulnerable pupils, including pupils within the lowest 20%, pupils with SEND and pupils with Pupil Premium allocation have been provided with additional intervention support.</li><li>○ Where needed, teachers and pupils use coloured transparencies when reading with pupils to reduce the contrast of reading black/white text and to reduce cognitive load when reading.</li></ul>
<b>Gender re-assignment</b>
<ul style="list-style-type: none"><li>○ Gender stereotypes are challenged through texts used and our curriculum, including careers and employability curriculum.</li><li>○ Choice of toys and play equipment in KS1 and sporting opportunities across the school are promoted equally for both genders.</li><li>○ The academy consciously acknowledges children for non-stereotypical attributes, staff notice and reinforce behaviours which go against stereotypes and challenge children who say things that may reinforce stereotypes.</li><li>○ Training ensures teachers and wider staff should use scientifically and biologically accurate language.</li><li>○ Training ensures staff should be role models in demonstrating calm and accepting behaviour and in promptly stopping and reporting any bullying or harassment.</li><li>○ Senior leaders ensure that any decisions, actions or policy associated with gender re-assignment adhere to the principle of reasonableness, comply with equalities law, follow established pastoral care, anti-bullying and safeguarding policies.</li></ul>
<b>Marriage and Civil Partnership</b>
<ul style="list-style-type: none"><li>○ We have adopted the Jigsaw PSHE curriculum and have revised our SRE programme in line with latest statutory guidance.</li><li>○ Assemblies and stories used represent relationships, marriage and partnerships.</li><li>○ As part of KS1 curriculum, pupils experience the diversity of family make up.</li><li>○ As part of KS2 curriculum, pupils have an opportunity to cover relationships and marriage.</li></ul>
<b>Pregnancy &amp; Maternity</b>
<ul style="list-style-type: none"><li>○ We have adopted the Jigsaw PSHE curriculum and revised our SRE programme in line with latest statutory guidance.</li><li>○ Breast feeding mothers have a private and clean space to express milk should they wish to.</li><li>○ Pregnant staff and those on maternity leave have the same opportunities at work.</li><li>○ Risk assessments for pregnant staff are put in place as soon as we are informed – adaptations are made and reviewed as necessary.</li></ul>



Race
<ul style="list-style-type: none"> <li>○ We have invested £3 000 in books for the fiction and non-fiction sections of our library that increase diversity and representation.</li> <li>○ Developing diversity and inclusion into our curriculum is a priority and is part of Academy Improvement planning.</li> <li>○ School assemblies ensure pupils understand the importance of race equality and diversity.</li> </ul>
Religion or Belief
<ul style="list-style-type: none"> <li>○ We follow the Northants agreed RE curriculum, which aims to develop religious literacy and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom.</li> <li>○ Festivals and significant religious events are recognised in the academy through assemblies, visitors and visits.</li> </ul>
Sex
<ul style="list-style-type: none"> <li>○ Gender stereotypes are challenged through texts used and our curriculum, including careers and employability curriculum.</li> <li>○ After school clubs are open to all pupils.</li> </ul>
Sexual Orientation
<ul style="list-style-type: none"> <li>○ We have adopted the Jigsaw PSHE curriculum and have revised our SRE programme in line with latest statutory guidance.</li> </ul>

## Part B- Statistical data (annual review of data)

- Date last reviewed: July 2022
- This information below should be based upon information readily available in your academy. For achievement in GAT (national performance measures, where appropriate) this is usually for end of EYFS (GLD), end of Key Stage 1, 2, 4 and 5
- For attendance and exclusions in GAT this is usually broken down by year group
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## Cohort profile (as included in GAT outcomes reports)

\*%Boys \*%Girls \*%SEND overall \*%SEND SENK \*\*SEND EHCP \*%Disadvantage \*%Non-disadvantage \*% White British \*% Non-white British/other

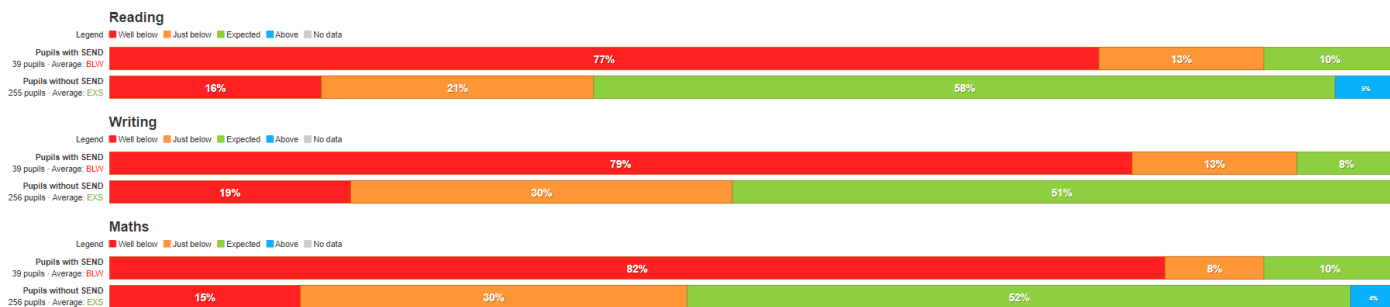
Pupil Numbers														
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years						
Pupils of this school	41	60	46	55	55	49	48	354						
Male	39.02% 16	51.67% 31	63.04% 29	58.18% 32	47.27% 26	53.06% 26	54.17% 26	52.54% 186						
Female	60.98% 25	48.33% 29	36.96% 17	41.82% 23	52.73% 29	46.94% 23	45.83% 22	47.46% 168						
Key Pastoral Factors														
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years						
Current Pupils														
Free School Meals	12.20% 5	16.67% 10	23.91% 11	25.45% 14	27.27% 15	22.45% 11	25.00% 12	22.03% 78						
English as Additional Language	21.95% 9	11.67% 7	21.74% 10	23.64% 13	18.18% 10	14.29% 7	16.67% 8	18.08% 64						
Pupil Premium	12.20% 5	15.00% 9	23.91% 11	21.82% 12	27.27% 15	18.37% 9	27.08% 13	20.90% 74						
Medical Condition	24.39% 10	8.33% 5	17.39% 8	9.09% 5	21.82% 12	22.45% 11	14.58% 7	16.38% 58						
In Care				1.82% 1			2.08% 1	0.56% 2						
Young Carer			2.17% 1				2.08% 1	0.56% 2						
SEN Needs	9.76% 4	5.00% 3	21.74% 10	10.91% 6	12.73% 7	22.45% 11	16.67% 8	13.84% 49						
SEN Status	7.32% 3	3.33% 2	19.57% 9	10.91% 6	12.73% 7	18.37% 9	14.58% 7	12.15% 43						



## SEND and non-SEND information

\*achievement \*attendance \*exclusions

### Attainment:



### Attendance:

SEND			All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Support	36	School	92.1%	79.4%	90.4%	94.3%	96.1%	92.6%	92.2%
		FFT National	91.0%	90.2%	91.1%	91.2%	91.2%	91.0%	90.9%
		Difference	+1.2% ●	-10.9% ●	-0.7%	+3.1% ●	+4.9% ●	+1.6% ●	+1.3% ●
EHCP	4	School	90.4%	91.0%	88.7%				
		FFT National	88.5%	88.5%	88.5%				
		Difference	+1.9% ●	+2.5% ●	+0.1%				
Not SEND	273	School	92.2%	92.9%	90.9%	94.0%	92.4%	89.7%	92.3%
		FFT National	93.3%	92.7%	93.3%	93.5%	93.5%	93.3%	93.3%
		Difference	-1.1% ●	+0.2%	-2.5% ●	+0.5%	-1.1% ●	-3.7% ●	-1.0% ●

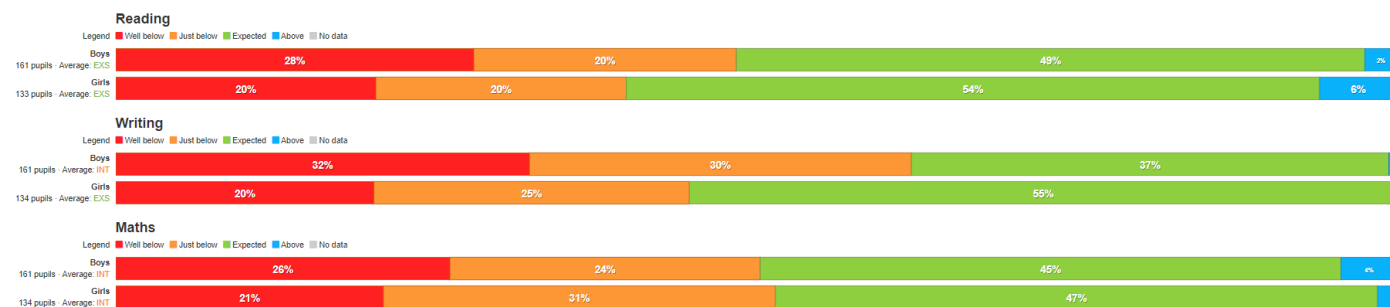
### Exclusions:

Total number of fixed term exclusions 2021-22	Total number of pupils with fixed term exclusions	BOYS	Girls	SEND	Non-SEND	Disadvantaged	Non-Disadvantaged	White British	Non-White British
8	3	3	0	0	3	3	0	3	0

## Boys and Girls

\*achievement \*attendance \*exclusions

### Attainment:





### Attendance:

Gender			All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Female	143	School	93.0%	90.9%	92.9%	94.2%	94.6%	91.1%	94.1%
		FFT National	92.9%	92.4%	93.0%	93.1%	93.1%	93.0%	93.0%
		Difference	0.0%	-1.6% ●	-0.1%	+1.0% ●	+1.5% ●	-1.9% ●	+1.2% ●
Male	170	School	91.5%	93.6%	89.6%	94.0%	91.1%	89.5%	90.6%
		FFT National	92.7%	92.2%	92.8%	92.9%	92.9%	92.7%	92.6%
		Difference	-1.1% ●	+1.5% ●	-3.2% ●	+1.0% ●	-1.8% ●	-3.2% ●	-2.0% ●

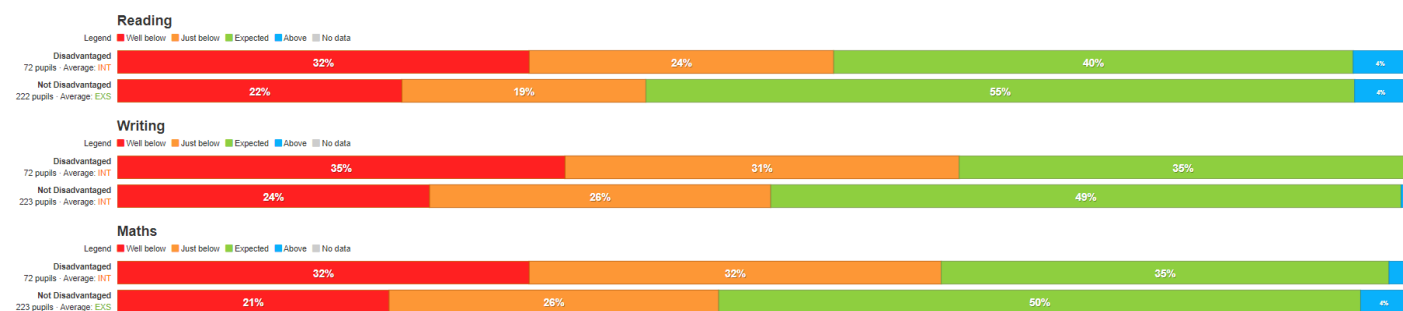
### Exclusions:

Total number of fixed term exclusions 2021-22	Total number of pupils with fixed term exclusions	Boys	Girls	SEND	Non-SEND	Disadvantaged	Non-Disadvantaged	White British	Non-White British
8	3	3	0	0	3	3	0	3	0

## Disadvantaged and non-disadvantaged

\*achievement \*attendance \*exclusions

### Achievement:



### Attendance:

FSM6			All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FSM6	78	School	90.4%	89.3%	91.3%	92.2%	88.9%	91.2%	89.7%
		FFT National	90.5%	89.7%	90.5%	90.7%	90.8%	90.6%	90.6%
		Difference	-0.1%	-0.3%	+0.8%	+1.5% ●	-1.9% ●	+0.6%	-1.0%
Not FSM6	235	School	92.8%	92.8%	90.7%	94.6%	94.5%	89.9%	93.4%
		FFT National	93.7%	93.2%	93.8%	93.9%	93.9%	93.8%	93.7%
		Difference	-0.9%	-0.3%	-3.1% ●	+0.6%	+0.6%	-3.8% ●	-0.3%

### Exclusions:

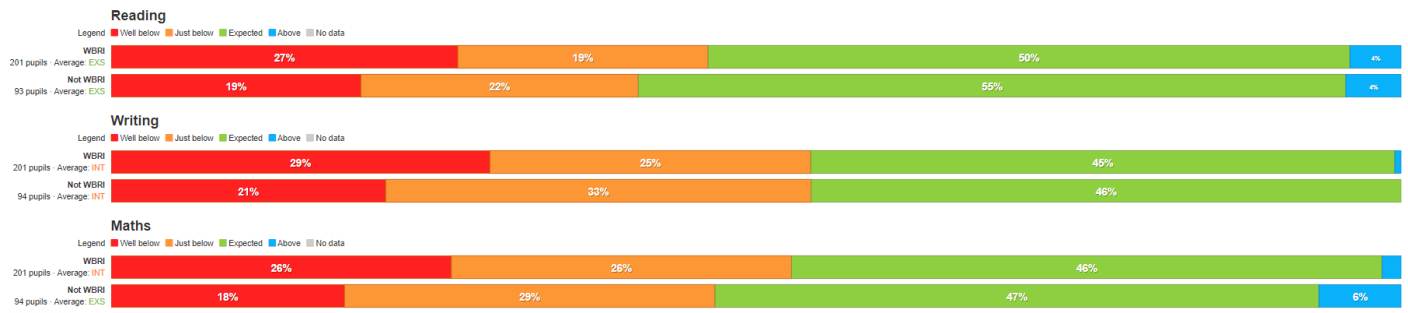
Total number of fixed term exclusions 2021-22	Total number of pupils with fixed term exclusions	Boys	Girls	SEND	Non-SEND	Disadvantaged	Non-Disadvantaged	White British	Non-White British
8	3	3	0	0	3	3	0	3	0



# White British and other groups

*\*achievement \*attendance \*exclusions*

## Attainment:



## Exclusions:

Total number of fixed term exclusions 2021-22	Total number of pupils with fixed term exclusions	Boys	Girls	SEND	Non-SEND	Disadvantaged	Non-Disadvantaged	White British	Non-White British
8	3	3	0	0	3	3	0	3	0





## Part C- Equality Objectives (4-yearly priorities)

- Readily available data/information within your academy should be used to help shape these
- Date objectives set: June 2022

Objective	Actions	Who	By when	Commentary of progress (yearly)
<b>Leadership of our pupils and people</b>				
To further support subject leader development so they further improve the quality of the curriculum, adapt and adjust it according to the needs of the pupil population ensuring equity, diversity and inclusion are within all subject areas.	Support and development of subject leaders CPD on Equality, Diversity and Inclusion	Principal Deputy Principal	July 2026	End of year 1 progress summary  End of year 2 progress summary  End of year 3 progress summary  End of year 4 progress summary
<b>Quality of Education for our pupils and people</b>				
To review the texts used in the KS1 and KS2 English curriculum, to secure appropriate breadth and depth of different race and cultures	Investment in texts to support novel-led literacy across the academy, mapped to curriculum cycles A and B.	Writing Lead	July 2026	End of year 1 progress summary  End of year 2 progress summary  End of year 3 progress summary  End of year 4 progress summary
<b>Personal Development of our pupils and people</b>				
To increase the range of extra-curricular clubs/opportunities on offer to extend beyond a sports offer.	To offer extra-curricular clubs and opportunities that include music, dance and art.	PE and SPG Lead	July 2026	End of year 1 progress summary  End of year 2 progress summary  End of year 3 progress summary  End of year 4 progress summary
<b>Behaviour &amp; Attitudes of our pupils and people</b>				
To reduce the number of fixed-term exclusions of white British boys who are disproportionately represented in our current data.	Analysis of provision for excluded pupils. Use to inform evidence-based action plan.	Principal Deputy Principal	July 2026	End of year 1 progress summary  End of year 2 progress summary  End of year 3 progress summary  End of year 4 progress summary